

Implementing Peer Assessment in Project-Based Learning

In peer assessment for PBL, students give feedback to each other throughout the project, which can enhance the quality of projects while also developing students' evaluation, social, and communication skills.

In this webinar, we will examine how to implement peer assessment for PBL by:

- identifying peer assessment advantages
- considering how to divide a project into multiple steps
- exploring tools to guide students in assessing their peers' work
- reviewing how to model language so that learners can provide constructive, validating, and encouraging feedback to their peers



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Dr. Juli Sarris



Juli has 20 years of experience teaching ESL and EFL to students from more than 50 countries. She has taught both in-service and pre-service teachers in several universities in Colorado, and she has taught English teachers in Armenia, Kosovo, Uzbekistan, and Cyprus.

Juli is a frequent presenter at the annual TESOL convention as well as her local affiliate, CoTESOL, on whose board she also serves. She holds a PhD in Education and an MA in Linguistics and TESOL from the University of Colorado-Boulder.



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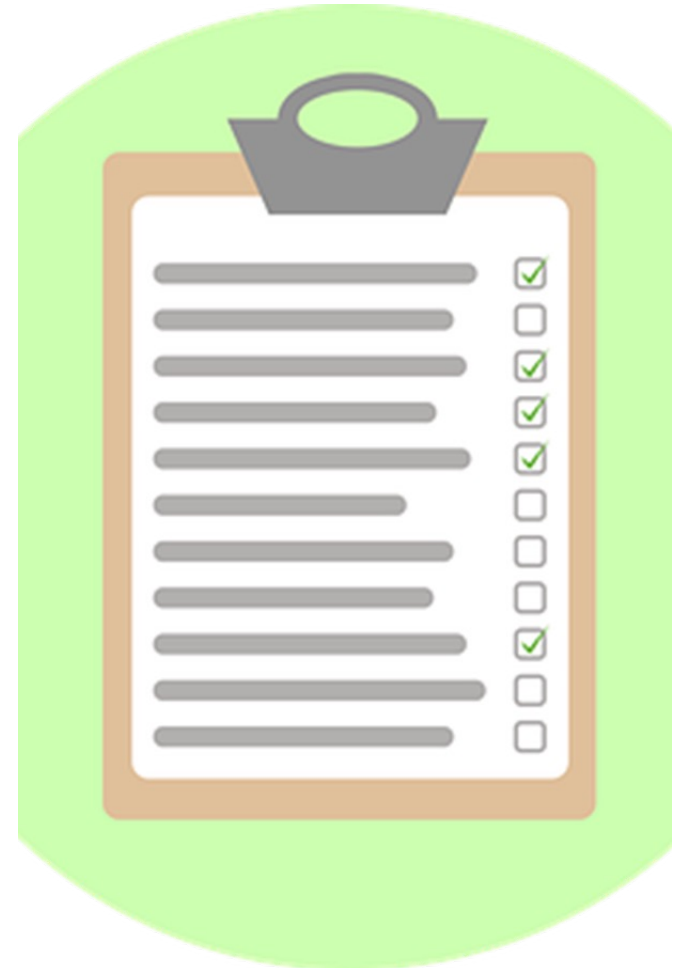
Implementing Peer Assessment in Project-Based Learning



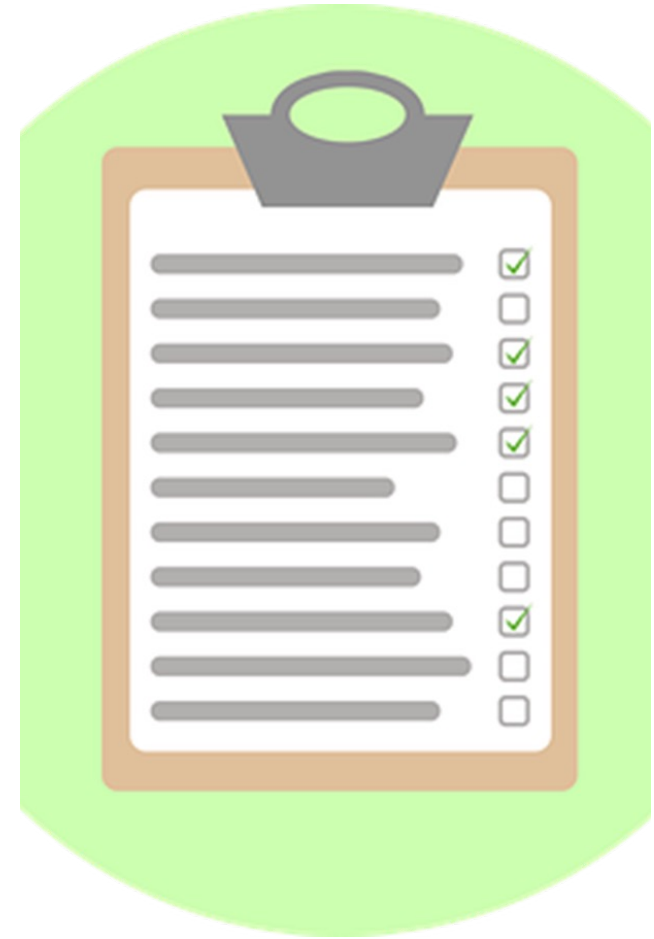
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In this session we will

- *define* project-based learning and peer assessment
- *discuss the benefits* of peer assessment in project-based learning
- *guide* students to engage in peer assessment
- *address concerns* teachers have about using peer assessment in their classrooms
- *plan* for how to successfully implement peer assessment



defining
project-based learning
and
peer assessment



What is project-based learning?

Multi-day, in-depth

Based on students' interests

More engaging if it focuses on a problem that needs to be solved in students' local area

Can be individual or group

Examples of project-based learning

- Design a playground for your school
- Plan a garden with vegetables
- Create a poster advertising your favorite sport

Let's hear from you!!

What do you think students can learn from completing these projects?



What is peer assessment?

- Students review and comment on each other's projects
 - give advice and suggestions frequently throughout the project
 - give ideas for how the project could be better
 - offer encouragement
- students do NOT grade each other!
 - the teacher grades the final project!



Peer assessment vs. feedback

- Peer assessment is one type of formative assessment
 - formative assessment means to monitor student learning throughout a project and provide support throughout
 - ongoing throughout the project
- Students engage in dialog and conversation with their peers
- Sometimes the word *feedback* is used instead of *assessment*

Questions about peer assessment

- When: I typically use peer assessment frequently during a project
- How: I scaffold peer assessment and I teach my students how to peer assess
- Who: I group my students by level of English in multi-level classes



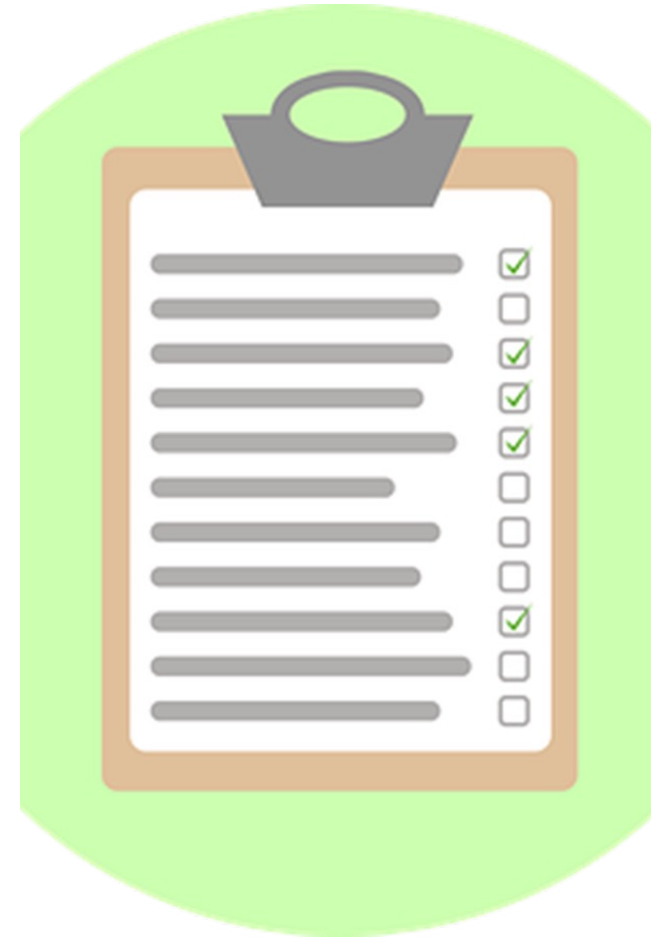


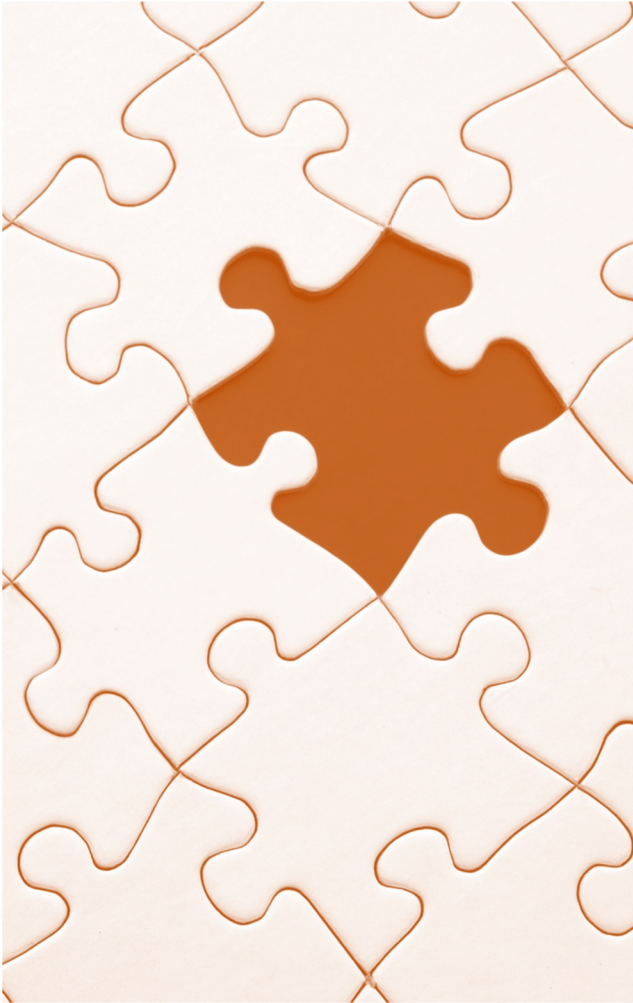
Let's hear from you!

What benefits do you see in using peer assessment for project-based learning?

Add your ideas to the chat box!

Benefits
of peer assessment
in project-based learning



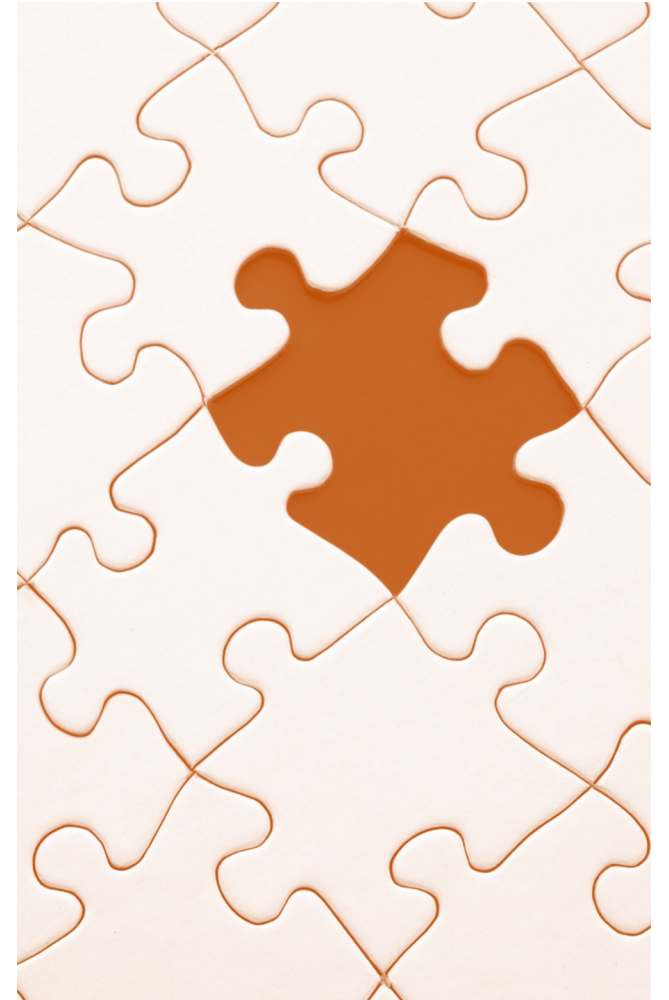


Benefits from *giving* peer assessment

- higher order/critical thinking skills
 - evaluate, recommend

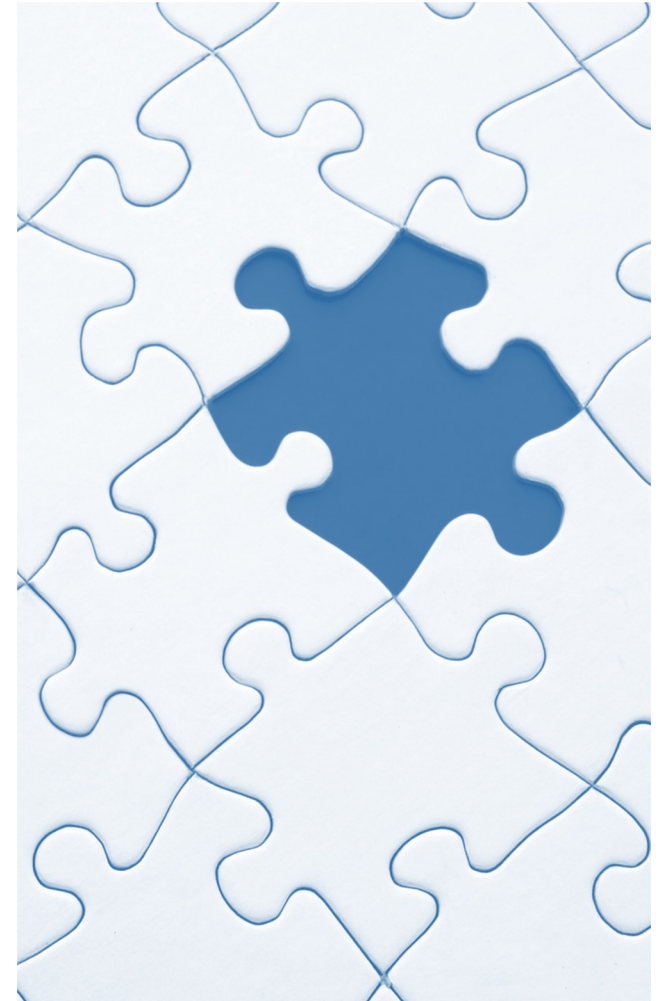
More benefits from *giving* peer assessment

- improved mechanics in their own writing
 - grammar, vocab, run-on sentences, etc.
- improved structure in their own writing
 - idea generation, logical organization, cohesion, etc.



Benefits from *receiving* feedback

- higher order/critical thinking skills
 - modify, edit, adapt, evaluate the feedback
- more feedback for improvement



Benefits from *receiving* feedback



- higher quality final project
- long-term growth in all four English skills
- humility

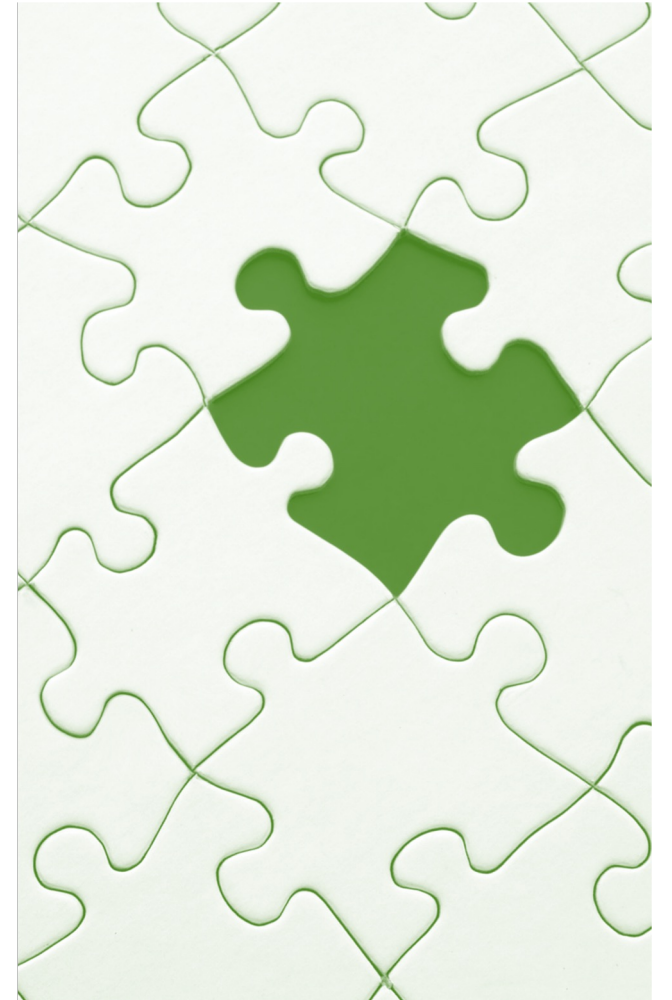
Benefits to both giver and receiver

- exchange of ideas
- development of critical thinking skills
 - evaluate, criticize constructively, express opinions, explain their choices



More benefits to both giver and receiver

- relationship-building and mutual respect
- teamwork, collaboration, and self-assessment skills





Let's hear from you!

How can you get started with peer assessment in project-based learning?

Add your ideas to the chat box!

Scaffolding students
to successfully
peer assess



Students need scaffolding and guidance to peer assess!



Provide a graphic organizer to guide the assessment



The graphic organizer should reflect the teacher's grading criteria




Example Project

- Students make a video of their neighborhood
 - Day 1: write a script
 - Day 2: peer assess, give feedback, edit script
 - Day 3: rehearse
 - Day 4: record the video (with mobile device)

Example: peer assessment graphic organizer

(A1-level English class)

Neighborhood video		<div>Share a suggestion with your peer</div> <div></div>
The script describes three parts of the neighborhood	Yes/No	
The script has details.	Yes/No	
The script has a beginning, middle, and end.	Yes/No	
Spelling and grammar are correct.	Yes/No	
Vocabulary is correct.	Yes/No	

Example student script

Let me tell you about my neighborhood. My neighborhood has many houses. The houses are small and they have big yards. There is a little store close to my house. We buy vegetables there. There is a bakery close to my house. We buy bread there. I love my neighborhood!

Let's hear from you!!
How would you assess this script using the graphic organizer?



Example student script

Let me tell you about my neighborhood. My neighborhood has many houses. The houses are small and they have big yards. There is a little store close to my house. We buy vegetables there. There is a bakery close to my house. We buy bread there. I love my neighborhood!

Neighborhood video		Share a suggestion with your peer
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Example: peer assessment graphic organizer

(A1-level English class)

Let me tell you about my neighborhood. My neighborhood has many houses. The houses are small and they have big yards. There is a little store close to my house. We buy vegetables there. There is a bakery close to my house. We buy bread there. I love my neighborhood!

Neighborhood video

The script describes three parts of the neighborhood	Yes/No
The script has details.	Yes/No
The script has a beginning, middle, and end.	Yes/No
Spelling and grammar are correct.	Yes/No
Vocabulary is correct.	Yes/No

Share a suggestion with your peer

Add more details about the bakery

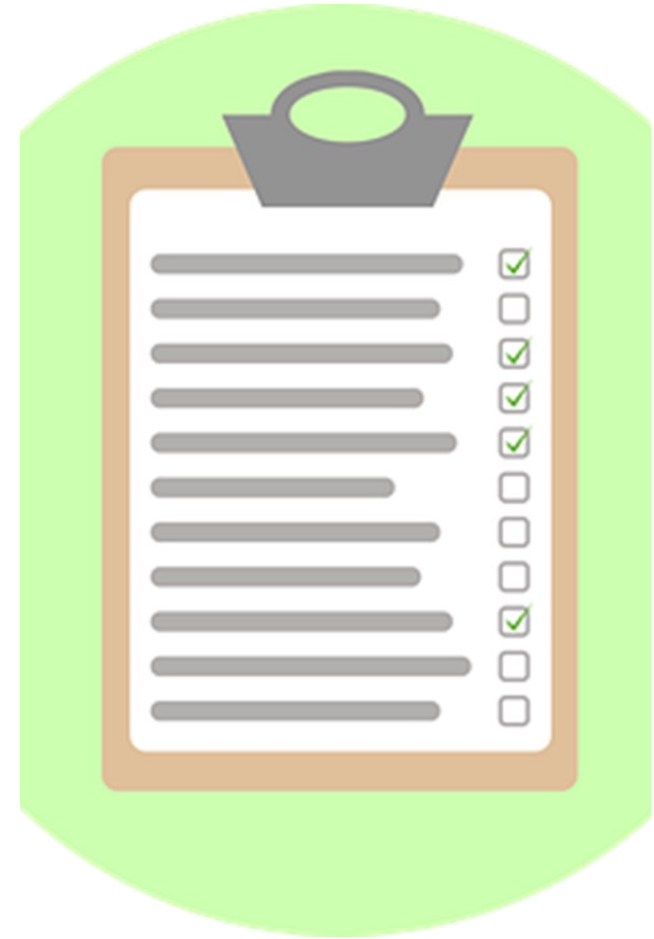
Let's hear from you!!

What concerns do you have about using peer assessment in your classroom?

Add your ideas to the chat box!



Concerns about using peer assessment



Concern 1: Students are not skilled enough to provide useful feedback



- students often feel this way
- students want guidance from the teacher to support the feedback they give
- graphic organizers are key scaffolds for peer assessment

Concern 2: Students don't want to embarrass each other



teachers should stress the idea of *dialog* and *conversation* between peers



teachers should model giving polite and empowering feedback

How to model giving assessment



Provide sentence stems!



Give examples of both polite and rude feedback.

Sentence stems for polite feedback

- I really like _____
- Maybe you could _____
- I think you should _____
- Think about _____
- A better word might be _____
- I think this is a grammar error. Maybe we could fix it by _____
- Don't forget to _____

Example of polite feedback

I really like how you organized your script. Maybe you could add some transitions to help the flow between the different parts of the neighborhood. Think about expressions such as “The next part of the neighborhood...”



Oh wow, that is a really great idea! I'll try that! I feel really good about myself!

Example of rude feedback

Your writing is the worst I have ever seen. It is just rubbish. I can't read any more it's so bad. You will never ever be a good writer.



I feel really bad about myself. I'm going to drop this class.

Let's hear from you!!

Use this sentence stem to give feedback on this writing.

I think you should _____

Add your ideas to the chat box!



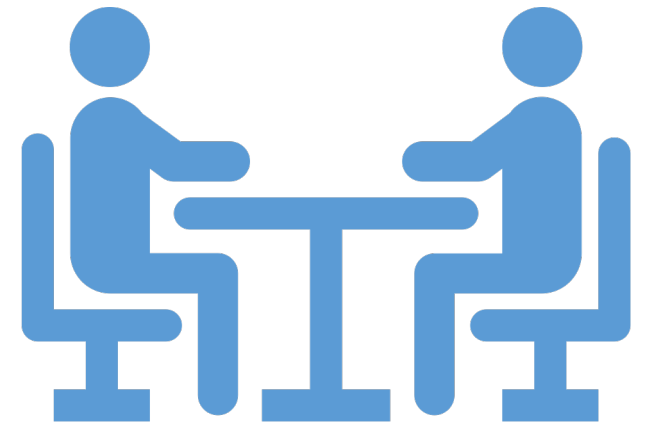
Let me tell you about my neighborhood. My neighborhood has many houses. The houses are small and they have big yards. There is a little store close to my house. We buy vegetables there. There is a bakery close to my house. We buy bread there. I love my neighborhood!

Teaching sentence stems

- Post these sentence stems as a poster or on the board
- Always start with a positive comment
 - something the peer did really well
 - this builds community
- For beginning-level students, don't worry about teaching the grammar (such as modals) beforehand
 - consider giving just 2 or 3 of the sentence stems

Final suggestion

- Leverage the power of translanguaging
 - encourage students to discuss and comment using whatever language they wish
 - the feedback and conversation between peers is the most important
 - the final project must be in English



Concern 3: Peers might become defensive or angry when receiving comments

Teachers need to build positive relationships among students

Teachers should model receiving feedback graciously

Modeling how to receive feedback

- Have students give you an assessment near the end of class with an exit ticket
 - What did you dislike about today's class?
 - Read some responses aloud to the class
 - Respond politely, with a welcoming posture and tone of voice

Exit ticket

What did you dislike about today's class?

Examples

Hey, that's a great idea! Thank you for sharing that with me!



Examples

I hadn't really
thought about that
before. Let me
reflect on that a bit.

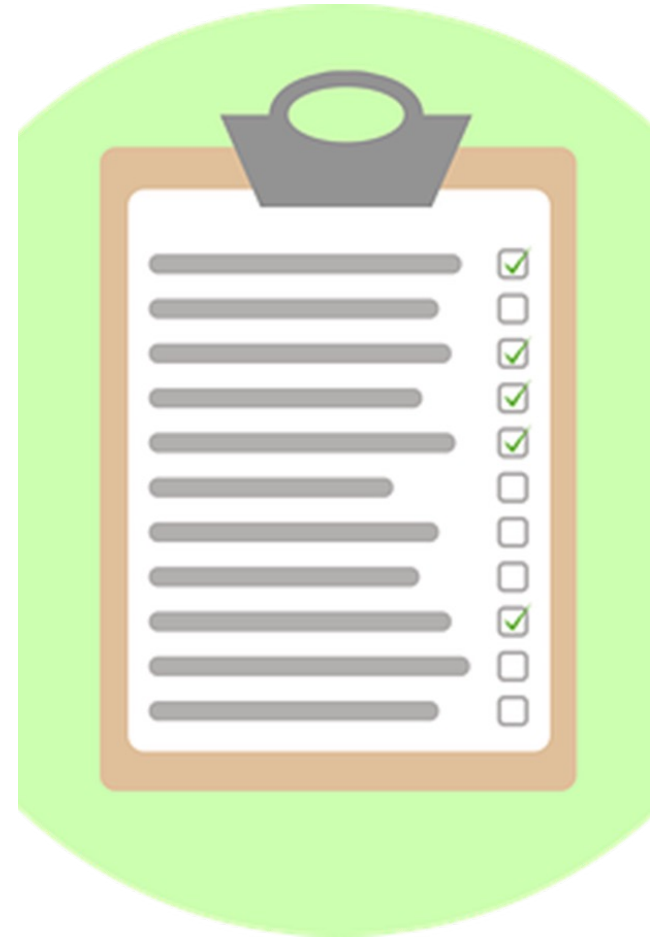


Examples

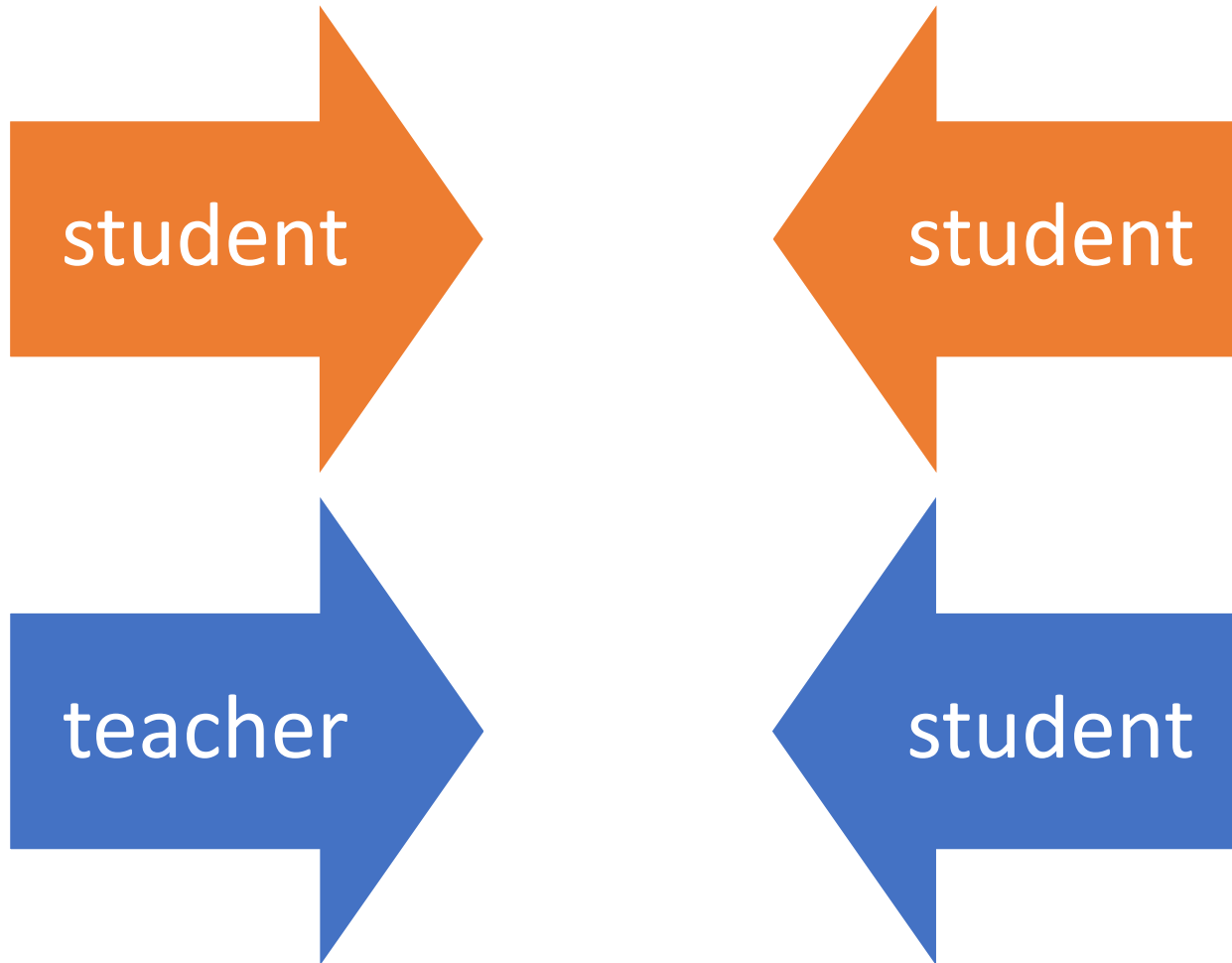
No, I really do have
to give you a grade
on this project.
Nice try though!



Implement
peer assessment
successfully



Teaching tip 1: Build relationships



Teaching tip 2: Separate the project into smaller steps

Example: practicum lesson plan (B2-level)

1. write objectives
2. choose materials
3. choose a teaching strategy
4. write the lesson plan
5. rehearse in small groups
6. teach the lesson in front of the class



Teaching tip 2: Separate the project into smaller steps (continued)

Example: 7-page research paper (C1-level)

1. Write introduction section – 2-3 pages
 - a. Write research questions
 - b. Write problem statement
2. Write literature review – 2 pages
 - a. Discuss the topic
3. Write methods section – 2 pages
 - a. Describe whom you will interview
 - b. Write the interview questions



Let's hear from you!!
Where might you add peer
assessment to this project?

Teaching tip 3: Give clear instructions and guidance to students



- Graphic organizers to focus and scaffold the students
- Provide sentence stems to help them give feedback politely
- Appropriate to the level of English

Example graphic organizer – Lesson plan project step 1: write objectives

Write objectives		
Objectives are specific. What suggestions do you have for your peer?		Good/better/best
Objectives include critical thinking skills. What suggestions do you have for your peer?		Good/better/best
Objectives are observable and measurable. What suggestions do you have for your peer?		Good/better/best
Objectives are realistic. What suggestions do you have for your peer?		Good/better/best

Example graphic organizer – Research paper step 1: write the introduction

Introduction section

There is a 2-paragraph discussion of the problem that the research paper will address. The paragraphs are well-organized and begin with a strong topic sentence.

What suggestions do you have for your peer?

The introduction section has at least 5 appropriate and properly-formatted citations throughout.

What suggestions do you have for your peer?

There are two open-ended research questions that can be answered.

What suggestions do you have for your peer?

Transitions, connectors, and cohesive devices are used appropriately.

What suggestions do you have for your peer?

Teaching tip 4: Model giving and receiving feedback

- Teach students
 - how to respectfully give feedback
 - how to graciously receive feedback

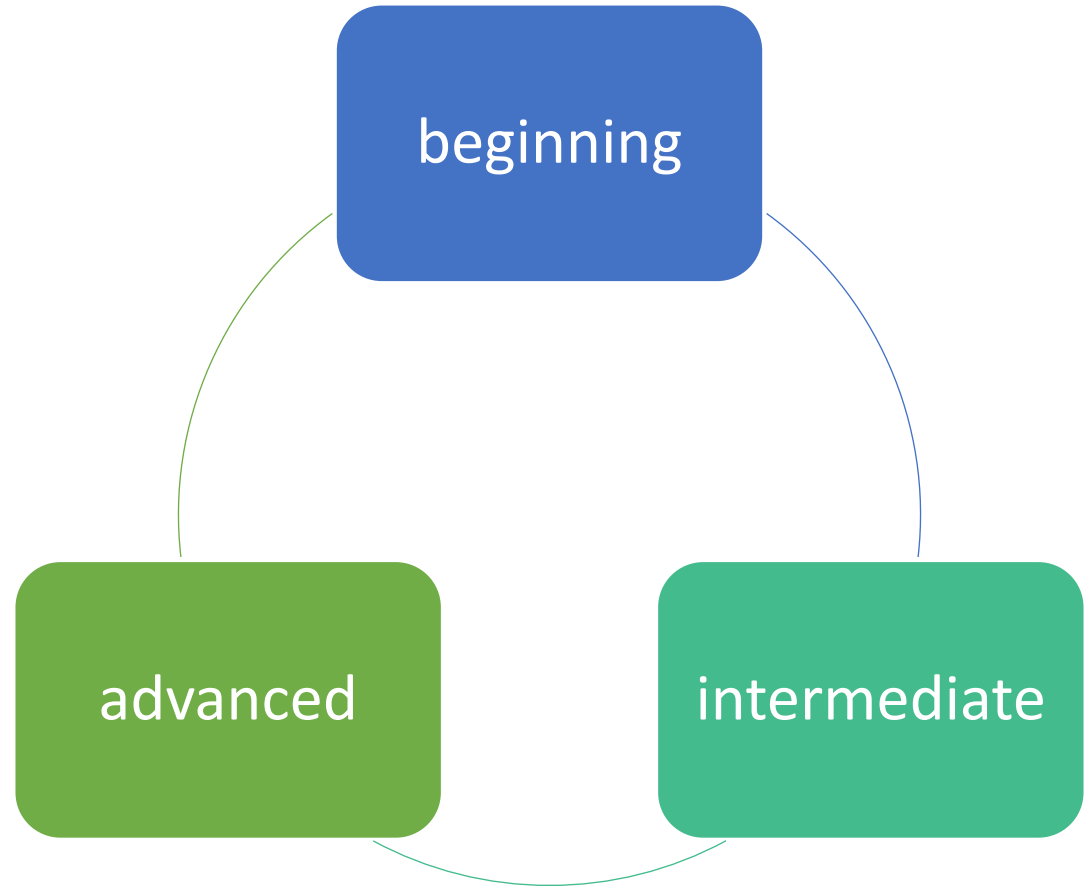


Teaching tip 5

Don't ask
students to
assess anything
that you haven't
taught them.

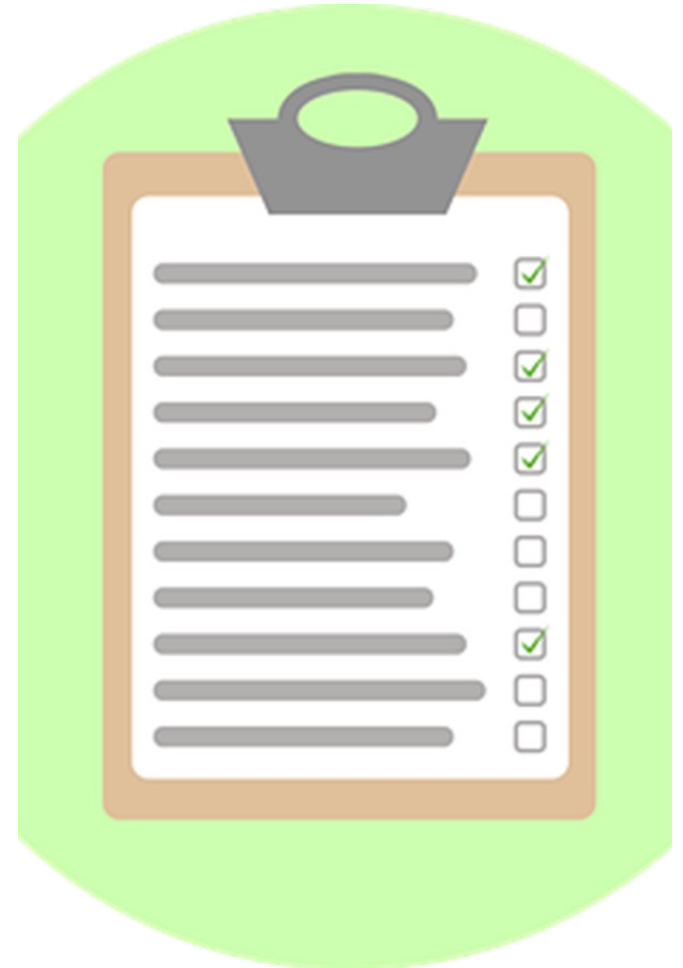
Teaching tip 6

In multi-level classes,
group students by
level of English.



In this session we have

- *defined* project-based learning and peer assessment
- *discussed the benefits* of peer assessment in project-based learning
- *guided* and *scaffolded* students to engage in peer assessment
- *addressed concerns* teachers have about using peer assessment in their classrooms
- *planned* for how to successfully implement peer assessment



Let's hear from you!

What is one peer assessment strategy that you learned today that you want to implement in your classroom this week?

- Example 1: I'm going to break my project into smaller tasks
- Example 2: I'm going to teach my students sentence stems for polite feedback



References

- CÔTÉ, R. A. (2018). Teaching Writing Students How to Become Competent Peer Reviewers. *English Teaching Forum*, 56(4), 16-23
- The University of British Columbia, Faculty of Arts. *Ideas and Strategies for Peer Assessment*. <https://isit.arts.ubc.ca/ideas-and-strategies-for-peer-assessments/>

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Thank you!

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Reflection Questions

1. Where in current class projects or activities might you include peer assessment components?
2. What strategies and tools do you use to help students offer each other supportive feedback during PBL? Which scaffolding tips discussed in the webinar might work well in your classroom?
3. How might you overcome students' concerns about their readiness to give each other useful feedback?



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